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ABSTRACT

In accordance with an English Department decision to change from the Purdue English Placement Test to the Cooperative English Test, the Research Office of El Camino College (ECC) coordinated changes for scoring and computer operations while attempting to maintain the existing student placement system, preserve the ratio of students assigned to the different courses, and adapt Cooperative English Test results to a functional instrument for the staff. Pilot studies were conducted which provided trial cut-off scores and computer card formats. ECC norms were drawn from scores of 1,888 students who took the vocabulary, level and speed of comprehension, total reading, English expression, and total English tests during spring and summer 1978. Computer placement in English courses was dependent on both total reading and total English test scores. Using the Cooperative English Test manual and the pilot study data, a comparison was drawn between the ECC norms and twelfth grade and freshman college norms. ECC students functioned between twelfth grade and freshman norms in vocabulary and English expression; their speed and level of comprehension paralleled twelfth grade norms; their total reading was only slightly higher than twelfth grade norms; and they functioned slightly lower than twelfth grade norms in total English. (TR)

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THE INTRODUCTION OF
THE COOPERATIVE ENGLISH TEST AT EL CAMINO COLLEGE

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EL CAMINO COLLEGE

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July 28, 1978

JC 780 432

OFFICE OF RESEARCH

JERRY C. GARLOCK, Ph.D.

THE INTRODUCTION OF
THE COOPERATIVE ENGLISH TEST AT EL CAMINO COLLEGE

For the past decade since 1968, the English Placement Test that was used at El Camino College was the Purdue English Placement Test. There were disadvantages of this test as applied to the English Placement Program of the College. Because of this, the English department selected the Cooperative English Test to replace the Purdue.

The Research Office was contacted to coordinate the change for scoring and computer operations. The system for the placement of students into English classes based upon the results of the Purdue Test was developed in 1968 by the Research Office, and this system was used to place all students who had not taken English at the College into appropriate English courses.

The problem given the Office of Institutional Research was to (1) maintain the present system of placing students, (2) preserve the ratio of students assigned to the different courses, and (3) adapt the results of the Cooperative English Test to a functional instrument for the staff.

Pilot studies were conducted which provided trial cut-off scores and card formats. Inasmuch as programming efforts were not available, the Office of Research wrote all of the necessary programs, coordinated the efforts with the English department, the counselors, the Office of Testing, and the Tabulating Section.

As additional spring and summer test data became available, the cut-off points were revised; the card format was revised; and local norms were developed.

A copy of the card format is shown in Appendix A. The first line gives the student name, testing time, English course options, and birthdate. The second line gives the six converted scores of the Cooperative English Test followed by the percentile scores. The percentile scores are given as El Camino College Local Norms. These norms are based upon 1,888 students who were administered the test the spring and summer of 1978. The six tests include vocabulary, level of comprehension, speed of comprehension, total reading, English expression, and total English test.

A student's placement in English courses is dependent on the Total Reading and Total English Test scores. The flow chart found in the Appendix B is the system that is used for placement of students into English classes. All placement is done by the computer. The flow chart merely indicates the criteria that the computer uses for placement.

The local norms that were developed are shown in Appendix C. Tables of the norms are stored in the computer for "look up" purposes. They are provided in the appendix for anyone interested in "looking up" norms by a manual method.

From these data together with the Cooperative English Test manual, a comparison was made between the results of the 1,888 students in the normative group at El Camino College and the 12th grade norms and the Freshman College norms.

Figure 1 indicates that for vocabulary the El Camino students are functioning between the 12th grade and the Freshman norms. The top of the El Camino students tend to be more consistent with the 12th grade norms.

Figures 2 and 3 show that the level and speed of comprehension closely parallel the 12th grade norms, while Figure 4 shows El Camino to be only slightly higher than the 12th grade norms.

Figure 5 indicates El Camino students to be between the two sets of norms for English expression.

However, Figure 6 shows El Camino students to be functioning slightly lower than the 12th grade norms.

In summary the following is noted.

1. The El Camino results reflect only those students who have taken the test, not necessarily the El Camino student body. Some candidates take the test but never enroll at the College. Some students are enrolled but do not take the test until they wish to enroll in an English class. Students who have had college English courses need not take the test.

2. Those who take the test, "overall" tend to be functioning on the average about the same as the 12th grade norm group.

3. Faculty and administrators should be aware of the level of students at the College in their English performance.

4. From the test scores, students are placed into English classes according to the following distribution:

English R	31%
English A or 2R	37%
English A, 2R, or 2A	4%
English 1A, 2A, or 2R	17%
English 1A, 2A, 1R, or 2R	11%

5. Test data will be gathered and the norms will be updated annually or when deemed appropriate for the purpose of identifying at least this characteristic of the students at the College.

Figure 1

EL CAMINO COLLEGE

COOPERATIVE ENGLISH TEST RESULTS COMPARED WITH 12TH GRADE AND FRESHMAN NORMS--VOCABULARY

Spring 1978

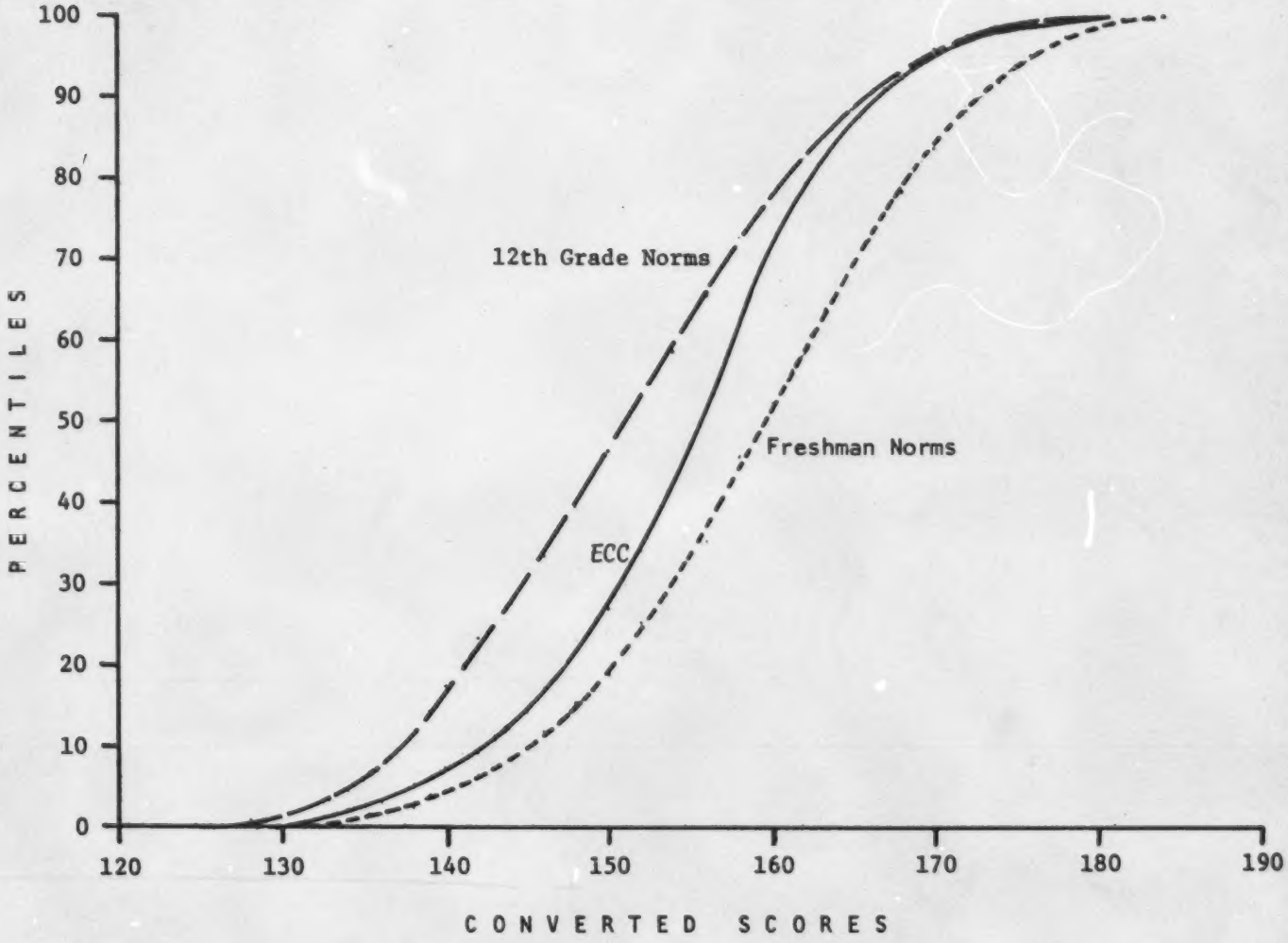


Figure 2

EL CAMINO COLLEGE

COOPERATIVE ENGLISH TEST RESULTS COMPARED WITH 12TH GRADE AND FRESHMAN NORMS--LEVEL OF COMPREHENSION

Spring 1978

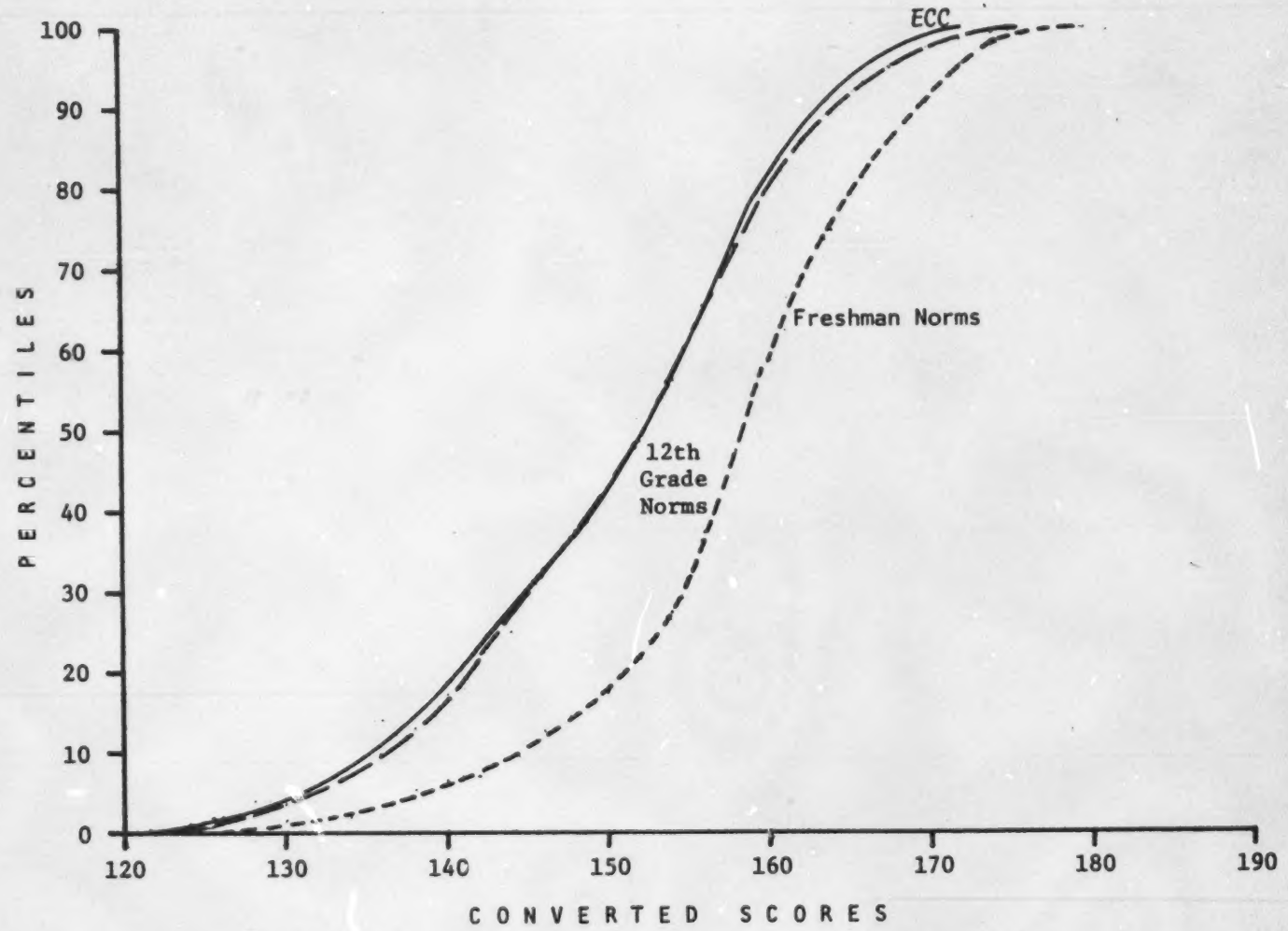


Figure 3

EL CAMINO COLLEGE

COOPERATIVE ENGLISH TEST RESULTS COMPARED WITH 12TH GRADE AND FRESHMAN NORMS--SPEED OF COMPREHENSION

Spring 1978

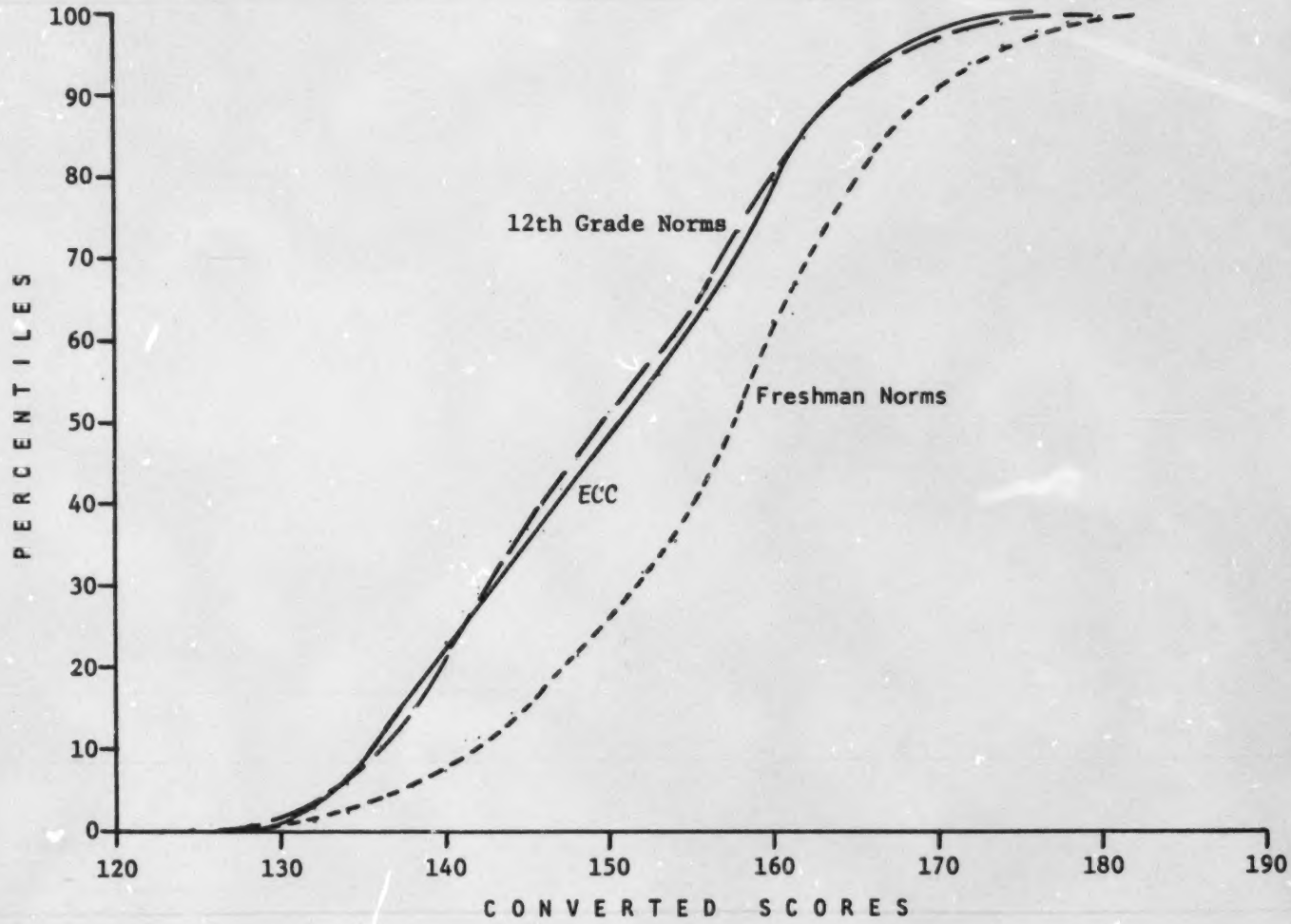


Figure 4

EL CAMINO COLLEGE

COOPERATIVE ENGLISH TEST RESULTS COMPARED WITH 12TH GRADE AND FRESHMAN NORMS--TOTAL READING

Spring 1978

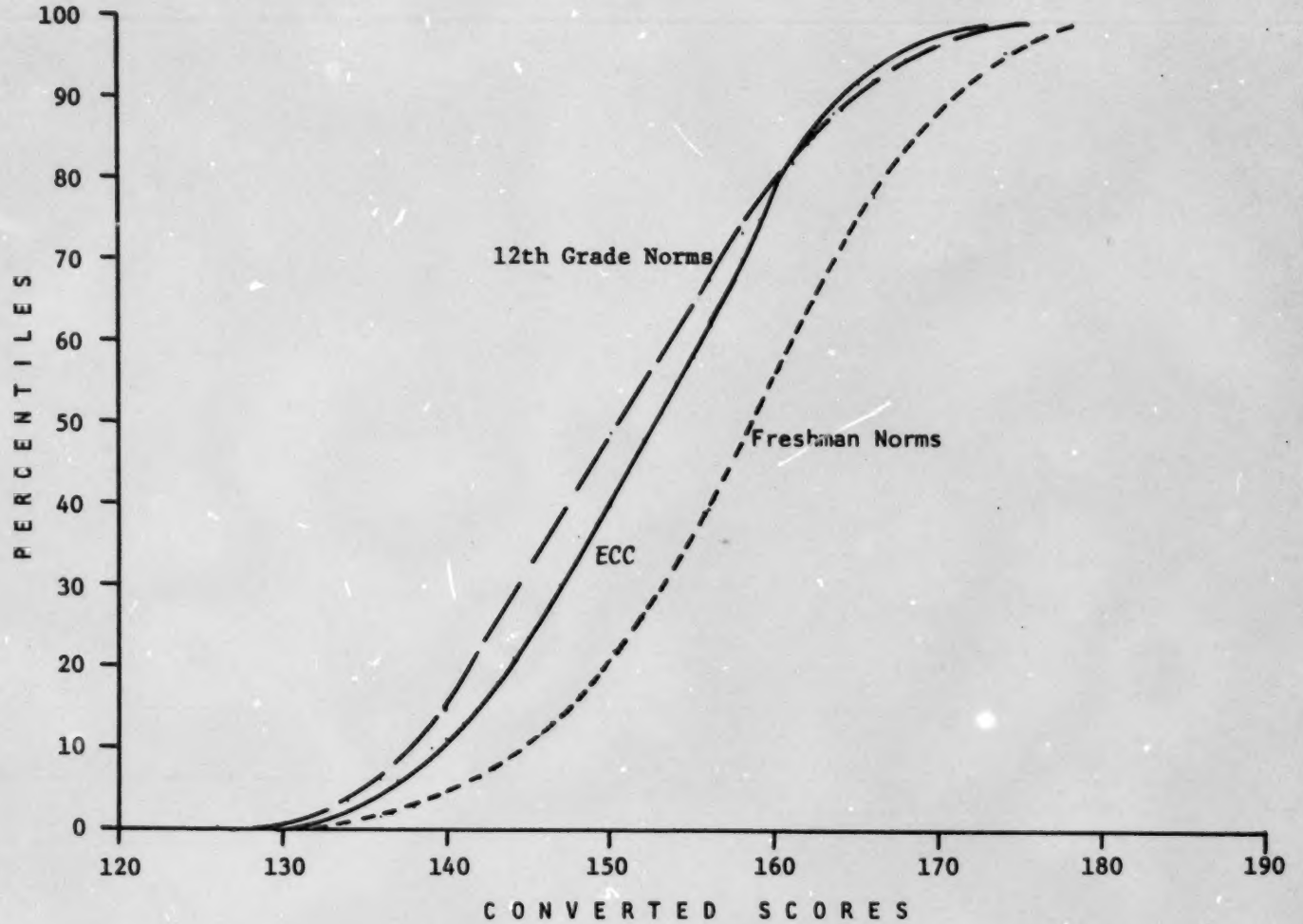


Figure 5

EL CAMINO COLLEGE

COOPERATIVE ENGLISH TEST RESULTS COMPARED WITH 12TH GRADE AND FRESHMAN NORMS--ENGLISH EXPRESSION

Spring 1978

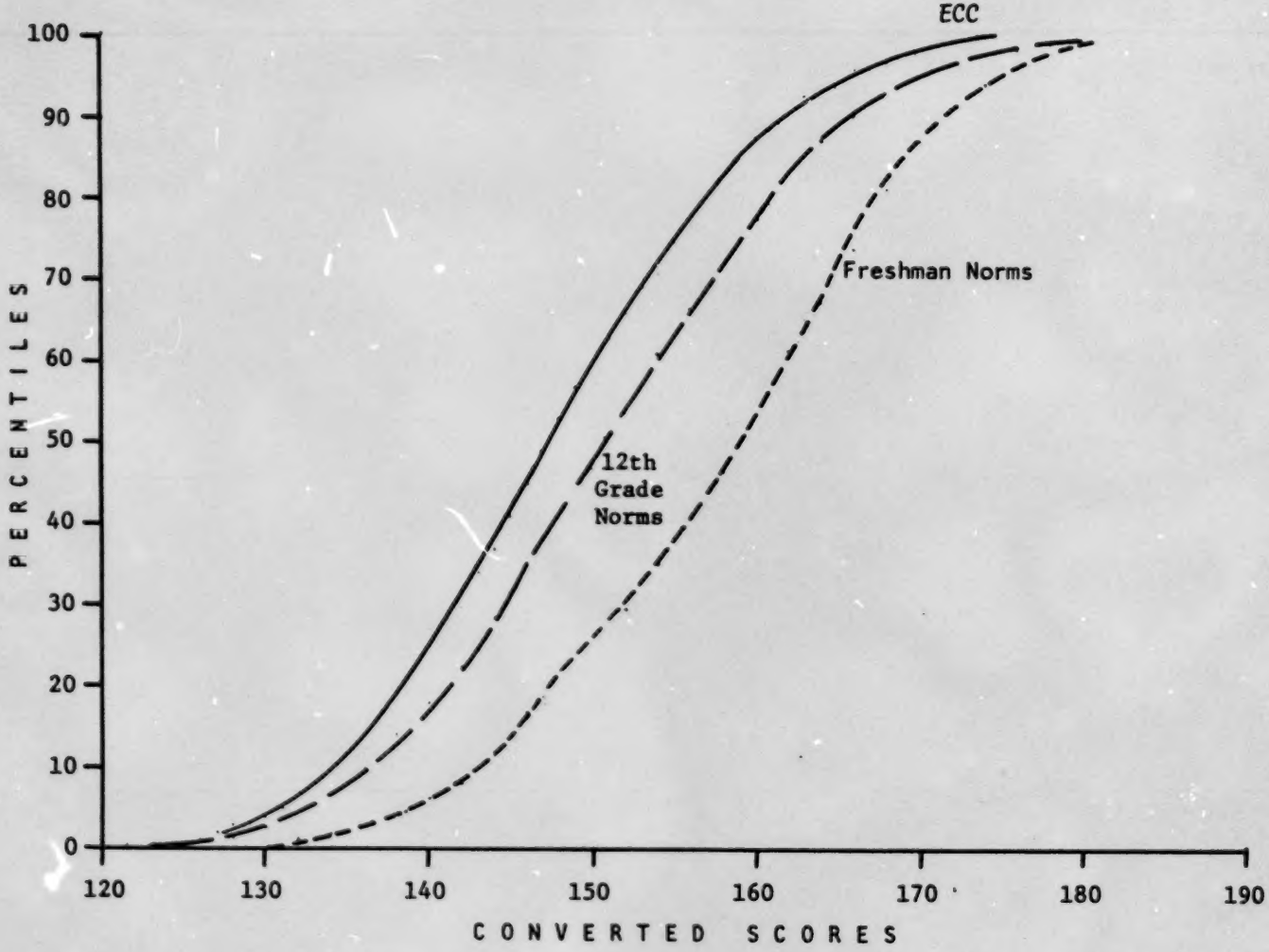
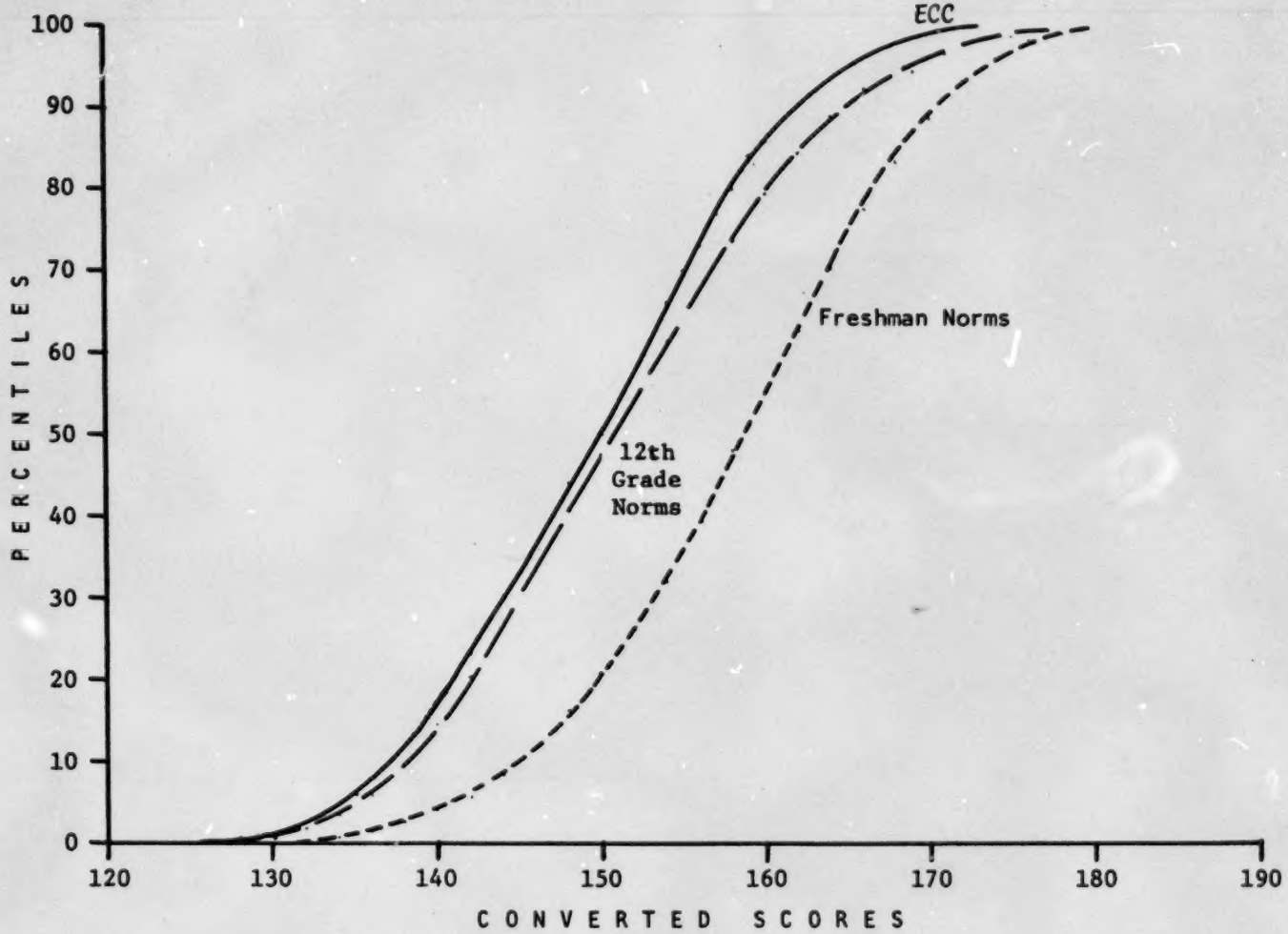


Figure 6

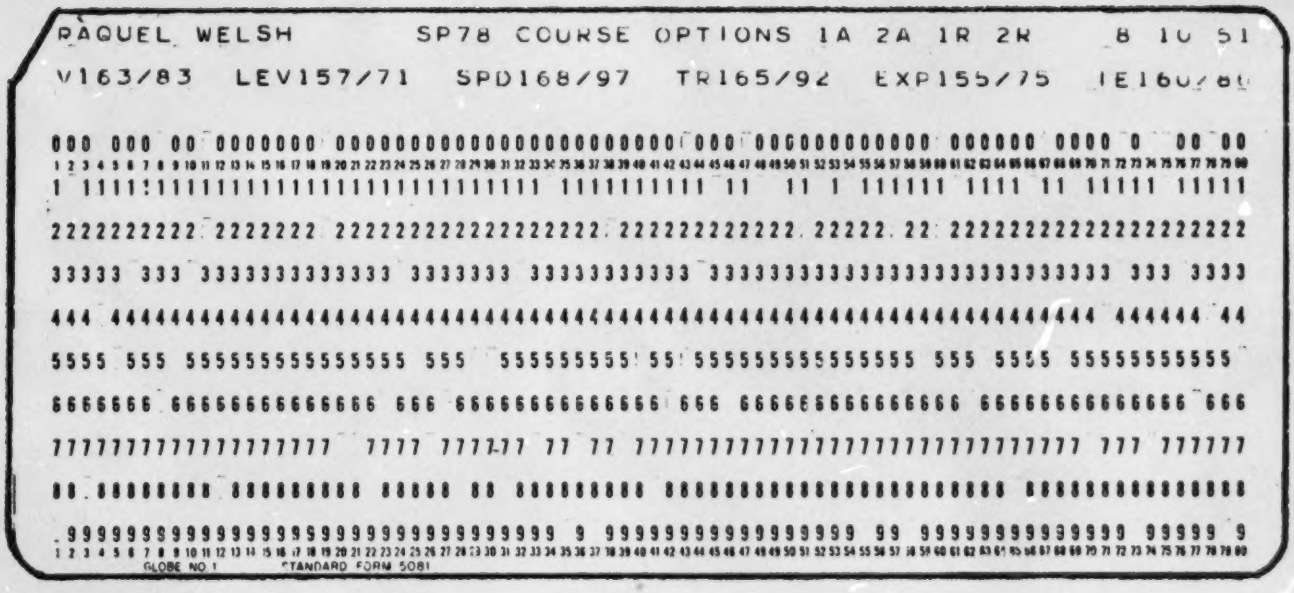
EL CAMINO COLLEGE

COOPERATIVE ENGLISH TEST RESULTS COMPARED WITH 12TH GRADE AND FRESHMAN NORMS--TOTAL ENGLISH

Spring 1978



APPENDIX A


RAQUEL WELSH SP78 COURSE OPTIONS 1A 2A 1R 2R 8 10 51
V163/83 LEV157/71 SPD168/97 TR165/92 EXP155/75 IE160/80
GLOBE NO. 1 STANDARD FORM 5081

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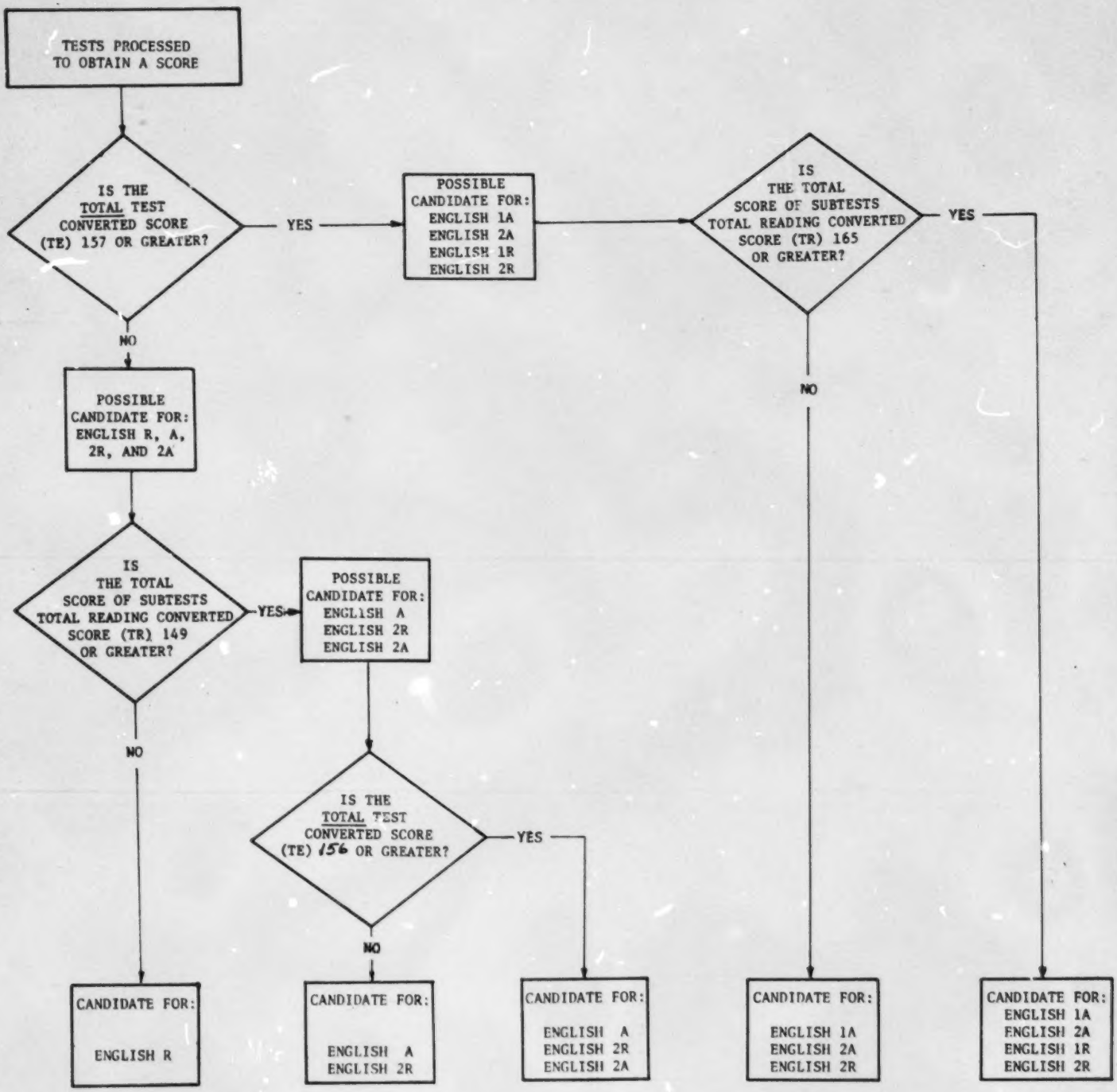
APPENDIX B

CRITERIA FOR PLACING STUDENTS INTO ENGLISH CLASSES ACCORDING TO RESULTS ON THE COOPERATIVE ENGLISH


TESTS PROCESSED TO OBTAIN A SCORE
IS THE TOTAL TEST CONVERTED SCORE (TE) 157 OR GREATER?
YES
POSSIBLE CANDIDATE FOR: ENGLISH 1A ENGLISH 2A ENGLISH 1R ENGLISH 2R
IS THE TOTAL SCORE OF SUBTESTS TOTAL READING CONVERTED SCORE (TR) 165 OR GREATER?
YES
NO
CANDIDATE FOR: ENGLISH 1A ENGLISH 2A ENGLISH 1R ENGLISH 2R
NO
POSSIBLE CANDIDATE FOR: ENGLISH R, A, 2R, AND 2A
IS THE TOTAL SCORE OF SUBTESTS TOTAL READING CONVERTED SCORE (TR) 149 OR GREATER?
YES
POSSIBLE CANDIDATE FOR: ENGLISH A ENGLISH 2R ENGLISH 2A
NO
IS THE TOTAL TEST CONVERTED SCORE (TE) 156 OR GREATER?
YES
NO
CANDIDATE FOR: ENGLISH R
CANDIDATE FOR: ENGLISH A ENGLISH 2R
CANDIDATE FOR: ENGLISH A ENGLISH 2R ENGLISH 2A

OIR
7/78

CONVERTED SCORE	VOCABULARY	LEVEL OF COMPREHENSION	SPEED OF COMPREHENSION	TOTAL READING	ENGLISH EXPRESSION	TOTAL ENGLISH
122	1	1	1	1	1	1
123	1	1	1	1	1	1
124	1	1	1	1	1	1
125	1	1	1	1	1	1
126	1	2	1	1	1	1
127	1	2	1	1	2	1
128	1	4	1	1	3	1
129	1	4	1	1	3	1
130	1	4	2	1	4	1
131	1	6	2	1	5	2
132	1	6	3	1	7	2
133	1	6	5	1	9	3
134	2	9	7	2	11	4
135	2	9	9	3	13	6
136	3	14	12	4	16	8
137	4	14	15	6	18	10
138	5	14	15	7	21	12
139	5	18	19	10	24	15
140	7	18	23	11	27	17
141	3	18	27	13	27	19
142	9	25	30	15	30	23
143	11	25	33	18	34	26
144	14	25	33	21	37	29
145	14	30	37	23	41	33
146	17	30	37	27	45	36
147	20	37	42	30	49	40
148	23	37	46	33	53	44
149	23	37	46	37	57	47
150	27	43	49	40	60	50
151	30	43	53	44	63	54
152	34	51	53	47	66	59
153	39	51	56	51	69	62
154	39	57	60	55	71	66
155	43	64	60	58	75	70
156	48	64	64	62	77	73
157	57	71	67	66	80	77
158	62	77	71	70	83	80
159	65	77	78	75	84	84
160	69	82	80	79	88	86
161	73	86	82	82	89	89
162	80	86	87	85	91	91
163	83	90	89	88	93	93
164	85	90	90	90	94	94
165	87	93	93	92	94	95
166	89	93	94	94	96	96
167	91	95	96	95	96	97
168	92	97	97	97	97	97
169	94	97	97	97	98	98
170	95	99	98	98	98	98
171	96	99	99	98	99	99
172	97	99	99	99	99	99
173	97	99	99	99	99	99
174	98	99	99	99	99	99
175	98	99	99	99	99	99
176	99	99	99	99	99	99
177	99	99	99	99	99	99
178	99	99	99	99	99	99